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ABSTRACT

Designed for boards of education of Catholic schools, this handbook presents a comprehensive and ongoing program of board development made up of preservice and inservice education activities. Six components of such a program are presented: (1) new membership orientation, (2) inservice education integrated with regularly scheduled meetings, (3) independent study activities, (4) an annual workshop and retreat, (5) inservice to fill the specific needs of standing committees, and (6) diocesan-wide congresses. The guide presents general guidelines for inservice and then, for each type of inservice program, presents a model program including specific reading and taped materials, discussion points, and topics for oral presentations. For workshops and conferences, a complete model hour-by-hour schedule is offered. Material from the publication "Ascent to Excellence in Catholic Education" is used extensively in the preservice and inservice activities. An appendix contains discussion questions for annual retreat workshops and committee meetings. (Author/JM)

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DEVELOPING PERFORMANCE EXCELLENCE IN CATHOLIC EDUCATIONAL POLICYMAKING

A Handbook of Training Programs

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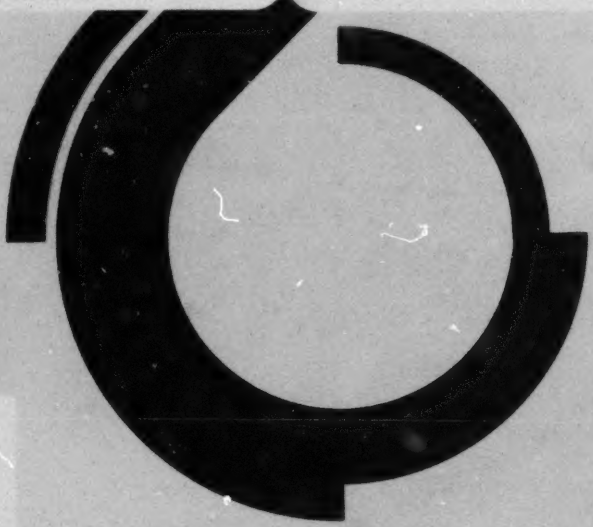

Mary-Angela Harper, Ph.D.

DEVELOPING PERFORMANCE EXCELLENCE IN CATHOLIC EDUCATIONAL POLICYMAKING

A HANDBOOK OF TRAINING PROGRAMS

by
Mary-Angela Harper, Ph.D.

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Suite 100, 1077 30th Street, N.W.
Washington, D.C. 20007

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INTRODUCTION

INTRODUCTION

When the board movement in Catholic education was in its infancy, administrators and laypeople struggled to understand and to begin Catholic education boards in their parishes and dioceses. Since this enterprise consumed much time and energy, there was little of either left for designing and conducting preservice/inservice programs for board members and executive officers.

Today, with the theory of Catholic educational policymaking well-articulated, and with excellent resource material available, all who assume the responsibilities of this important educational ministry can receive the information and skills training they need for quality performance. And this critical objective is best achieved through a comprehensive and ongoing program of board/committee development.

Such a program is necessary because policymakers have an assortment of training needs which arise at different times and are best handled in different ways and under different circumstances. It consists, therefore, of several components, each of which addresses a specific need and has a special focus and goals. Each also requires its own planning, staffing, agenda, conduct and activities, and its own form of appraisal.

The six components of such a program are:

1. New membership orientation.
2. Inservice education as part of regularly scheduled meetings.
3. Individual inservice which allows for leisurely reflection on key issues and areas of responsibility.
4. An annual workshop and retreat conducted by an "outside" resource person.
5. Inservice as part of standing committee meetings.
6. Regular diocesan-wide congresses for local boards.

A successful training program, furthermore, includes the following elements:

- Presentation in various forms of the material in

*Ascent to Excellence in Catholic Education**.

- Information on the overall educational picture and on current issues and trends in education.
- Briefings on significant statistics (e.g., class size, enrollment, faculty numbers, curricula, etc.) regarding programs under the board's policy direction.
- Scheduled visits to the administrators' offices in order to appreciate the general patterns of administrative operations.
- Directed examination of the board's constitution/bylaws and regular review of the ethics of boardsmanship.
- "Guided tours" through the board's policy manual and for local boards, through the diocesan policy manual as well.
- Informal time with the executive officer for individual questioning by members.
- Arranged and announced visits to the school and non-school programs under the board's policy direction, in order to gain some notion of physical conditions, facilities and location.

Guidelines for Minimizing Inservice Problems

Inservice events unquestionably are unique opportunities for growth; but they also present challenges for those who plan and participate in such programs. To minimize and to help cope with the problems, certain guidelines are worth noting and observing by Catholic boards:

1. Provide *by formal action* for a comprehensive, integrated program. (E.g., the board can adopt a policy requiring professional training for policymakers as a condition for board service and direct its executive officer to implement it.)
2. Identify the individual(s) or committee(s) responsible for inservice.

*Hereafter, this volume will be cited as *Ascent to Excellence*.

3. Establish a calendar of preservice and inservice session dates and times, and *insist upon attendance.*
4. Set inservice goals and objectives which promote increased understanding of the educational programs and of the responsibilities and functions of Catholic policymakers.
5. Set an adequate budget for comprehensive inservicing.
6. Ensure member involvement in planning and executing inservice events.
7. Provide for a summary record of these events.
8. Take advantage of "outside" help in the form of a consultant, facilitator or presenter.
9. Provide for post-inservice evaluation using a simple instrument which identifies:
   -the members' understanding of the event's main purposes,
   -which segments of the event each member considered least valuable,
   -what the member learned that will affect her/his future performance as a policymaker.
10. Provide each and every board member with a copy of *Ascent to Excellence in Catholic Education.*

Responsibility Falls Most Heavily on Board Leaders

While a successful and comprehensive program of board development calls for commitment and cooperation from all members, more specific responsibility will fall to the president, the chief executive and also to chairpersons of standing committees. It is these individuals who will promote the establishment of necessary policies and procedures, negotiate training dates and participate most actively in the programs. The executive officer, in addition, should be sure to budget for required resource assistance materials and for any other anticipated costs of the program. This administrator should also contact professionals in the field of Catholic boardsmanship for necessary advice, direction

and assistance in operating the program.

Board leaders should encourage their colleagues to be scrupulous about not seating any new member without thorough training, and urge them to make regular attendance at inservice sessions a condition of board membership. (A simple one-paragraph contract could be signed by each candidate as part of the election nomination procedure.) And the board's leadership should ensure that pastors and parish administrators receive special time and ample opportunity to verbalize their problems and concerns about the Catholic educational policy process in their local situation.

Diocesan Leadership Plays a Uniquely Important Role

While parish and other types of individual education boards can and should conduct their own comprehensive inservice programs, the diocesan board and chief administrator can contribute greatly and perhaps even critically to this effort.

The diocesan board should:

- Adopt a policy requiring professional training at all levels as a condition for board service.
- Direct its executive officer to provide consultant and resource assistance to parish and other types of Catholic educational boards.
- Sponsor diocesan training opportunities for diocesan, area, secondary and parish board personnel.
- Participate in local training events to the extent that it is appropriate and possible.

The diocesan chief administrator should:

- Communicate to all local boards the diocesan board's policy on training for policymakers.
- Budget for necessary resources.
- Conscientiously remind the diocesan board of its responsibilities to promote and provide special diocesan-wide inservice opportunities for local policymakers.

- Provide special training sessions for principals and directors of religious education who serve as executive officers of local boards.

The last task cited above is so important it deserves particular attention and a word of comment. Many a board has floundered and flopped because its well-intentioned executive officer "didn't want to come on too strong" and so inadvertantly created a leadership vacuum. While it is important, of course, to avoid any vestige of pre-Vatican authoritarianism, it is equally vital that the executive officer does not maintain too low a profile, and/or not seem to "waffle" on policy issues. Board members properly expect and need strong executive leadership in policy development, and chief administrators have a professional obligation to deliver in this respect.

Superintendents, DREs and principals, therefore, must project an image of the informed and confident educator who is comfortable in the role of board executive officer. This person must be perceived as being up to date on the educational field, to have accurate facts and figures and also enlightened convictions which can be explained and defended on rational grounds.

Executive officers, interacting with board members on policy issues and other related problems, should be open, honest, pleasant, courteous and kindly; but they should also be firm, self-assured, clear and articulate about their opinions and recommendations. Failure to perform in this manner can result in a board's aimless drifting in complacent (or frustrated) ignorance, or worse yet, can end in a "takeover" by laypeople who, in the absence of professional direction, desperately move on their own to fill the leadership vacuum.

Such behavior patterns are not attained overnight or by the wave of a wand, or even by listening to a single presentation on the subject. They are developed most

usually through conscientious and concerted efforts and hard work. And at the local level, those who have the advantage of regular diocesan-sponsored inservice which deals with these issues, and of additional training sessions addressing roles, responsibilities and other aspects of Catholic boardsmanship, seem to acquire needed skills more quickly and to respond more successfully to the job's demands and challenges.

Established Inservice Programs Ease the "Rapid Turnover" Problem

Still another practical benefit of a comprehensive program of inservice is that it helps to ease difficulties related to a rapid turnover of members. Surveys reveal that a certain amount of this movement is due to resignations tendered before expiration of term, and reveal also that the major causes of such dropout are:

- frustration and a sense of futility with respect to board work;
- time wasted at meetings that are too long and occur too often;
- harrassment by special interest groups;
- conflicts with the general public;
- major differences with administrator and staff.

While these problems will not vanish automatically as a result of an effective inservice program, many of them can be eased considerably and can become manageable when policymakers and administrators have a good notion of their respective roles and responsibilities, and of the relationship that should exist between them. Moreover, lay people can deal far better with outside criticism and pressure when they are well-informed about the educational programs under their direction, and have a clear perspective on the general mission and educational objectives that the board is working to achieve.

In addition to the turnover caused by unhappy dropouts, there is the normal attrition brought about by restricted terms (2-3 years, renewable once) and by

resignation for legitimate reasons. Boards, therefore, are regularly seating several new members who lack even elemental knowledge of the policy process. These newcomers can be prepared for competent performance and become productive board members relatively soon if (1) each local board has provided for a simple and basic orientation program that can be activated routinely whenever necessary, and (2) there is an ongoing diocesan program of training sessions to which parish and other types of local boards can send their new members.

Effective inservice for Catholic educational policymakers is now commonly accepted as necessary for performance excellence. The delivery of well-designed programs to busy laypeople by equally busy administrators will probably always constitute a major challenge. This small volume is intended to help meet that challenge by providing models for the various components of a comprehensive inservice program. Each section contains referenced reading and other assignments, and a set of additional questions for further discussion of the topics. It can be used also by diocesan superintendents as a guide in training local administrators (e.g., principals, DREs, etc.) to preservice and inservice local educational boards; and then in turn by these training agents in their own programs.

Finally, this publication is a response to the requests of many chief administrators that I author some sort of do-it-yourself instrument which would help superintendents, principals, and other individuals or groups charged with the responsibility of board development. It is to these committed professional educators that this work is dedicated, in gratitude for their contributions to the formal policy process, and for their generous and continued support of participatory decision-making in Catholic education.

Mary-Angela Harper

PART I

A PRESERVICE PROGRAM FOR NEW MEMBERS

A PRESERVICE PROGRAM FOR NEW MEMBERS

Training sessions for new (and perhaps potential) members should focus on basic policymaking skills and competencies, and provide laypeople with the fundamental information they need to take their seats on boards and council education committees with assurance and a clear sense of identity. Furthermore, certain documents and learning tools should be placed in the hands of new members as soon as possible. These include:

1. the diocesan/parish/school statement of educational mission and/or philosophy of education,
2. the board's constitution/bylaws,
3. the board's policy manual,
4. a copy of *Ascent to Excellence*.
5. the members' "audit," (Appendix H, *Ascent to Excellence*)

A formal program for these laypeople, presented during the summer following their selection, should include:

- a concise and simple presentation of the theology of participatory decision-making in Catholic education and of the board movement,
- a discussion of the diocesan/parish/school statement of mission and/or philosophy of education,
- an explanation (two sessions recommended) of the differences between policy and administration,
- a presentation of the board's constitution and bylaws, with an explanation of the board's relationship to the pastor, his council, and other significant structures, (e.g., for religious congregation-sponsored schools, the board's relationship to the governing bodies of that group),
- an explanation of the ethics of boardsmanship (see the Appendix M of *Ascent to Excellence*),
- a "guided tour" through the board's policy manual (and for parish boards, through the diocesan manual as well),

- some training in meeting skills,
- opportunities for spiritual orientation and renewal.

A Model Orientation Program

The following model program can be adopted or modified for individual diocesan/parish/private school board use:

Purposes:

- to promote the immediate effectiveness of new policymakers,
- to make new members aware of the variety of responsibilities they have assumed,
- to explain how they can discharge these responsibilities effectively,
- to help new members feel comfortable with the educational program(s) (e.g., school, CCD, etc.), for which the board provides policy direction.

SESSION ONE Understanding the Catholic Education Board

Objectives:

- to inspire and motivate,
- to situate Catholic educational policymaking within the distinctive context of faith community,
- to promote a sense of job importance.

Reading Assignment:

Chapter I, pp. 10-23, *Ascent to Excellence*, "What Makes Catholic Educational Policymaking Catholic?"

Discussion Points:

1. Vatican II roots of participatory decision-making in Catholic education.
2. Educational policymaking as a ministry.
3. Brief history of the board movement in Catholic education.
4. Specifics of a Catholic board's distinctiveness.

SESSION TWO
Understanding Key Roles

Objectives:
- to explain the nature of policymaking and how it differs from administration,
- to show how policymaking and administration relate to and interact with each other.

Reading Assignment:
Chapter II, pp. 24-39, *Ascent to Excellence*, "Mastering the 3 R's: Roles, Relationships and Responsibilities."

Discussion Points:
1. Six major functions of the board.
2. Two-fold nature of the executive officer's job.
3. Six major functions of administration.
4. Guidelines for high-quality interaction.

SESSION THREE
The Policy Process

Objectives:
- to explain the nature, varieties, sources and dissemination of policy, and how it differs from rules/regulations and bylaws,
- to explain the purpose of written policy, how and by whom it is written.

Reading Assignment:
Chapter III, pp. 40-49, *Ascent to Excellence.*

Discussion Points:
1. Definitions of policy, regulation/rule, bylaw.
2. Kinds of policy.
3. Formal adoption procedures: first/second readings.

SESSION FOUR
The Board In Action

Objectives:
- to facilitate good meeting interaction with members, administrator(s) and audience,
- to encourage conscientious preparation by new members,
- to promote smooth meeting performance (e.g., according to the rules of good procedure, etc.).

Discussion Points:

1. Importance of the agenda.
2. Specific responsibilities of each member during the meeting.
3. Importance of the chairperson's proper functions, and of members' cooperation.
4. Importance of the executive officer's meeting role and its facilitation by members.
5. The role of board committees. (See Chapter VI, *Ascent to Excellence*, pp. 83, 88, if this item is appropriate to a particular board.)

Graduation Ceremonies

To mark the completion of the new members' orientation, and of independent study courses by the veterans, a board can celebrate by gathering for an afternoon of discussion, topped by dinner together. Such a program could include:

- a concise "state of the union" presentation by the executive officer, updating members on the overall educational picture and on currently critical issues,
- sharing of insights gained during summer study by the veteran members,
- questions and comments by new members.

Helpful Hints

- Soon after a new member's (s)election, present a "Welcome on Board" packet containing a friendly note from the executive officer (superintendent, principal, DRE, etc.). This greeting should affirm the talents (s)he brings to the board, and also assure the new member that there will be help (beginning with an orientation program) to promote understanding and discharging of responsibilities.

  The packet should include the orientation program schedule and a calendar of future inservice events. Still other valuable enclosures are a three-page summary of

key data relating to the educational program(s), a copy of the board's constitution and bylaws, and of the board members' "audit."*

- Involve current board members in planning the orientation program. They probably remember what they needed or wanted as new members, what helped and what they didn't like about their own orientation.
- Involve veteran board members as program presenters, discussion leaders, and maybe as "buddies" of new members.
- Provide a comprehensive orientation which includes informal discussions with seated members, beginning with the chairperson and executive officer, a tour of the educational facilities, visits with selected faculty and staff, and attendance at a board meeting as an observer.
- If the board has standing committees, arrange for a briefing by the chairperson and several members of the one on which a new policymaker prefers to serve.
- Encourage the new member to read through the "audit" and to discuss unclear or questionable items during the meeting with the board chairperson and executive officer.
- Direct the new member to read (as often as possible) *Ascent to Excellence*, which can be delivered with or as a part of the "Welcome on Board" packet.

*See Appendix H, pp. 245-246, *Ascent to Excellence*.

PART II

ONGOING INSERVICE AT REGULAR MEETINGS

Growth, maturity and effectiveness in Catholic boardsmanship are not achieved once and forever. They are qualities which are subject to and affected by regularly changing facts and conditions. They call for continuous and focused effort to update and expand information on key issues, to deepen understanding and to sharpen skills.

Although Catholic educational policymakers recognize the validity of these needs and the importance of responding to them, they are, for the most part, extremely busy people who "have very little time for extra meetings." It makes good practical sense, therefore, to budget ongoing inservice hours to suit the convenience of the members.

Since the full board is present for its official meetings, these are frequently the ideal occasions for short (one-two hour) "modules" of training. The presentations can provide fresh material on current issues and problems and build upon the basic skills and competencies of the policymakers. Any or all of the following model inservice modules or units can be appended to a board's agendas over the course of an academic year.

MODULE ONE

Issue: The responsibility of Catholic educational leadership to prepare students (of whatever specified age,) adequately and integrally, for the 21st century.

Problem: How to ensure effective response to the educational needs of the youth (and adults) in this school/parish/diocese.

Objectives:

- to raise consciousness regarding the necessity of creative policy direction for the educational program(s),
- to identify possible future board actions to address 21st century educational needs.

Assignment:

- Listen to "Values, Visions and the Real World," a

taped NCEA convention talk by Mary-Angela Harper (#82012-260, available from Eastern Audio Association, Inc., Oakland Center, 8980 Route 108, Columbia, MD 21045).

- Listen to "Education: The Immediate Challenge," a taped NCEA convention talk by Robert Theobald, (#82012-120, available from above company).
- Read *Momentum*, February, 1982 devoted to articles on education and the future.

Reflection Points:

- What are some projected future student needs for life in the 21st century?
- What are some projected needs of society in the 21st century?

Program Format

Presiding officer: Chairman of the board's curriculum/academic committee.

First Hour

- *Presentation* (20 minutes) by chief academic officer from local university or college: a summary projection of societal and academic life by the year 2000.
- *General discussion and questions* on the presentation.

Second Hour

- *Focused discussion* based on the following questions:
  - What do the assumptions and projections, as set forth in the assignment materials and the presentation, mean for the future shape of our programs?
  - What are the implications for our board?
  - What courses of action seem to be indicated?

MODULE TWO

Issue: Adequacy of the plant for present and future needs.

Problem: How to provide effective planning for physical facilities.

Objectives:

- to familiarize about current facilities, their operating cost and state of repair,

- to promote appraisal of the correspondence between the board's vision of the future and the physical capability to actualize it,
- to provide for evaluation of present facilities' suitability for educational program(s) and for special needs (e.g., handicapped, exceptional students, etc.),
- to encourage planning for the immediate future.

Assignment:

- (Re)read *Policymaker*, vol. 8, no. 4, June, 1980, "Stewardship and Catholic Educational Leadership."
- (Re)read *Momentum*, October, 1981.

Reflection Points:

- What are likely technological changes in the foreseeable future?
- How does the condition of our buildings affect the attitudes and morale of the people using them?

Program Format

Presiding officer: chairperson of grounds/maintenance committee.

First Hour

- *Presentation* (20 minutes) by chief staff person for maintenance: summary description of the general condition of the physical facilities and projected conditions/factors affecting this situation in the near/distant future.
- *General discussion and questions* on the presentation.

Second Hour

- *Focused discussion* on the following questions:
  - -What are the implications for the future of the assignment material and the presentation?
  - -What are the implications for our board?
  - -What courses of action seem to be indicated?

MODULE THREE

Issue: The board-faculty partnership.

Problem: How to promote the board's credibility and generate the faculty's respect, confidence and cooperation?

Objectives

- to deepen understanding of the complex nature of board-faculty relations,
- to identify ways and means of improving the board's achievements in this area.

Assignment:

- (Re)read *Ascent to Excellence*, Chapter XII, pp. 150-160, "Board and Faculty: Partners in Educational Ministry."

Reflection Points:

- What do we mean when we say that the professional staff has "primary" responsibility for the curriculum?
- What do we consider appropriate and adequate "involvement" of the faculty in the policy process?

Program Format

Presiding officer: vice-chairperson of the board.

First Hour

- *Presentation* (20 minutes) by representative from (arch)diocesan principals' association.
- *General discussion and questions* on the presentation.

Second Hour

- *Focused discussion* on the following questions:
  - -Is our relationship with the faculty a partnership based on common interest in the school/parish/diocese? Or are we adversaries?
  - -Do we provide fair and just compensation and adequate, effective means for addressing grievances?
  - -Do we have full and successful communication with the faculty?
  - -Does the faculty perceive as effective their "involvement" in the policy process?
  - -What do our answers to the above questions mean with respect to future board action?

MODULE FOUR

Issue: Board responsibility and involvement in planning.

Problem: How to monitor the planning process.

Objectives:

- to heighten board awareness of the necessity of long-range planning,
- to intensify its commitment to planning.

Assignment:

- (Re)read *Ascent to Excellence*, Chapter VII, pp. 89-100, "The Board's Role in Planning."
- (Re)read *Policymaker*, vol. 9, #4, June, 1981, "Development: The Flowering of Catholic Boardsmanship."
- Listen to "Development and the Catholic School," NCEA Convention tape #82012-390, Edward D. Barlow Jr.; tape #82012-550, "Long-Range Planning For the Catholic Elementary School" by Rev. Carl A. Schipper; tape #82012, "Catholic School Plus Development: It Works." (All tapes are available from Eastern Audio Assoc., Inc., Oakland Center, 8980 Route 108, Columbia, MD 21045.)

Reflection Points:

- Would outside resource people improve our planning process?
- Does our planning cover all the major areas of our program(s)?
- What impact can we expect from rising costs and inflation?
- Has our planning in the past incorporated input from all the "publics" touched by the plan? And do these people know and understand the plan?
- How well do we monitor the planning process?

Program Format

Presiding officer: chairperson of the board's planning/development committee.

First Hour

- *Presentation* by staff person from (arch)diocesan planning office describing the development concept.
- *General discussion and questions* on presentation.

Second Hour

- *Focused discussion* on the following questions:

-Do the ideas we have read and heard parallel educational policies and practices in our school/parish/diocese?
-What are the implications of this information for the board?
-What courses of action seem to be indicated?

MODULE FIVE

Issue: Academic excellence and quality control.

Problem: How to exercise appropriate vigilence regarding the academic quality of our program(s).

Objectives:

- to promote understanding of what constitutes academic excellence at this level,
- to deepen appreciation of the board's leadership role in developing high quality programs.

Assignment:

- (Re)read *Ascent to Excellence*, Chapter IX, pp. 114-122, "The Board and Curriculum."

Reflection Points:

- Have we really stressed excellence in our planning; or has it been a "taken for granted" goal?
- Is it possible to have excellence in academics and mediocrity in other factors of the program (e.g., personnel, students, etc.)?
- Has the board's position on academic excellence been reflected adequately in policies, programs and procedures (e.g., hiring criteria, professional growth opportunities, etc.)?

Program Format

Presiding officer: chairperson of curriculum/academic affairs committee.

First Hour

- *Presentation* (20 minutes) by academic dean of local college/university, or curriculum staff person from (arch)diocesan office.
- *General discussion and questions* on presentation.

Second Hour

•*Focused discussion* on the following questions:
-What are the implications of this information for the board?
-What courses of action seem to be indicated?

MODULE SIX

Issue: Balancing tenure practices and the current/future needs of the school/parish/diocese.

Problem: How to exercise critical leadership on tenure issues?

Objectives:
•to deepen understanding of the rationale for tenure,
•to deepen understanding of the benefits/adverse effects of a tenure system,
•to explore alternative practices.

Assignment:
•(Re)read *Ascent to Excellence*, Chapter XII, pp. 150-160, "Board and Faculty: Partners in Educational Ministry."

Reflection Points:
•Is job security for teaching personnel an important morale factor in our situation?
•Is the "academic freedom" dimension of the tenure issue relevant/applicable to our type of academic operation(s)?

Program Format

Presiding officer: executive officer of the board.

First Hour
•*Presentation* (20 minutes) by a teacher selected by the faculty.
•*General discussion and questions* on the presentation.

Second Hour
•*Focused discussion* based on the following questions:
-Do the ideas in our readings seem to parallel policies and practices in our school/parish/diocese?
-What are the implications of this information for the board?
-What courses of action seem to be indicated?

PART III

INDEPENDENT STUDY MODULES

INDEPENDENT STUDY MODULES

The obvious advantage of an independent study program for experienced board members is that they can undertake the "assignments" at times that best fit into their personal schedules. The program is designed for leisurely and deeper reflection on the implications of a Catholic policymaker's responsibilities. The fruit of these reflections, including questions, can be recorded and, later, brought to a discussion of these topics by the full board.

The following model program consists of five separate modules each containing its own assignment and questions to stimulate and guide reflection. The *objectives* of the program are:

- to deepen understanding of the major areas of Catholic policymakers' responsibility,
- to intensify appreciation of board-administration partnership,
- to facilitate an orderly approach to the board's tasks,
- to promote reflection on significant issues of board concern,
- to sharpen critical skills and senses.

Resources for this program are:

- *Ascent to Excellence in Catholic Education*
- NABE Inservice Cassette Tapes
- A study kit consisting of material for each module:
  - -a list of questions for reflection,
  - -separate sheets for recording ideas and questions,
  - -a copy of *Ascent to Excellence in Catholic Education*, (if not yet or no longer in the possession of each member),
  - -a copy of the individual tape referenced in this module.

MODULE ONE

The Ministry of Catholic Educational Policymaking

Assignment:

- (Re)read Chapter I, pp. 10-23 of *Ascent to Excellence.*
- Listen to NABE Inservice Tape #1, "Boards of Education: A Ministry."
- Record reflections.

Reflection Points:

- What are some "gifts" and special insights laypeople bring to the Church's educational ministry in this parish/diocese/school?
- How can we develop our awareness of policymaking as a ministry; and how can it be shared with our faith community?
- What specific problem are we as laypeople having in our relationship to the pastor/bishop/religious congregation?
- What adjustments seem to be indicated?
- What spiritual needs do we have as Catholic policymakers, and how can they be satisfied better?

MODULE TWO

Enhancing the Policy Process

Assignment:

- (Re)read *Ascent to Excellence*, Chapter II, pp. 24-39 "Mastering the 3 R's," and Chapter III, pp. 40-49, "The Policy Process."
- Listen to NABE Inservice Tape #3, "The Art of Policymaking" and #7, "Who Does What?"
- Record reflections.

Reflection Points:

- Do we consistently abide by the policy-administration distinction?
- Who seems to be generating our policy recommendations?
- How well are we ascertaining our faith community's reactions to our current/proposed policies?

- Are we adequately promulgating new policies?
- Are we effectively evaluating them?
- What specific changes/improvements can we make in our process?

MODULE THREE

Assessing the Educational Complex

Assignment:

- (Re)read *Ascent to Excellence*, Chapter VIII, "The Board and Evaluation," pp. 101-113.
- (Re)read *Policymaker*, April, 1982, "Assessing Educational Leadership."
- Listen to NABE Inservice Tape #4, "Evaluation of the Board."
- Record reflections.

Reflection Points:

- What are my positive and negative feelings about evaluation, based on my own experiences?
- Given our past history of evaluation performance, what are our strengths and weaknesses? What steps can we take to improve the process?
- In the light of our experience with formal assessment of our executive officer, what can we do better?
- How does our chief administrator evaluate the professional staff?
- Have we been receiving helpful, regular reports on the program(s) we oversee?
- Should we consider an "outside" evaluator?

MODULE FOUR

Planning for Future Challenges

Assignment:

- (Re)read *Ascent to Excellence*, Chapter VII, pp. 89-97, "The Board's Role in Planning."
- Listen to NABE Inservice Tape #2, "Goal-setting: A Board-Staff Team Effort."
- Record reflections.

Reflection Points:

- How does our approach to planning and goal-setting compare with the ideas in the text and tape?
- What steps can we take to improve our process?
- Does our current plan cover all the key areas (e.g., curriculum, personnel, plant maintenance, etc.)?
- What are the assumptions on which our plan is based?
- Given world/community conditions, what are the strengths and weaknesses of our current plan?
- Does our plan incorporate input from all our constituencies? And do these know and understand our plan?
- How do we currently moderate this plan (e.g., by standing committees, a special committee, the board as a whole, etc.)? And how well does this work?

MODULE FIVE

Polishing the Board's Performance

Assignment:

- (Re)read *Ascent to Excellence*, Chapter IV, pp. 50-62, "The Board in Action" and Chapter VII, pp. 97-100, "The Board's Role in Planning."
- Listen to NABE Inservice Cassette #5, "The Board Calendar" and #6, "So You Want To Have a Good Meeting!"
- Take test included in cassette kit.
- Record reactions.

Reflection Points:

- Does our present agenda help me to prepare well for our meetings?
- What needs to be changed or rearranged to achieve better-planned meetings?
- What additional events/experiences could we consider adding to our annual calendar?
- What future personal action does my test score seem to indicate is desirable?

PART IV

ANNUAL RETREAT WORKSHOPS

ANNUAL RETREAT WORKSHOPS

The purpose of the annual retreat-workshop for policymaking bodies, local and diocesan, is to provide members with the opportunity to get away (literally) from routine business, immediate demands and concerns, in order to have time for reflection, review and planning. It also facilitates the achievment of psychic distance needed for sound evaluation and for change-decisions. Finally, the annual retreat-workshop supplies the circumstances conducive to building fellowship and commitment among the members.

More specifically, inservice "getaways" aim to deepen the policymakers' appreciation and understanding of the scope of their responsibilities in key-issue areas. And of no less importance, they are fine occasions for nailing down the areas in which the board needs to improve its performance, and also the actions which will be taken to do so.

As with other types of development programs, there are certain ground rules and guidelines worth noting. Among these are the following:

- Choose a time for the workshop when board members are not attending to critical routine business.
- Allow sufficient time for a worthwhile and effective program.
- Give ample advance information on date and time for the workshop. For example, put a spring workshop on the calendar of events which will be given to the board at its first meeting of the year, and also announce it at that meeting. Then enclose memory-joggers in mailings from time to time during the months following.
- Choose a site away from the parish, school, campus, or diocesan office, and be sure the surroundings and accommodations are pleasant, comfortable and invite reflection and stimulating, creative discussion.

MODEL I

A Three-Year Annual One-Day Retreat-Workshop Program

FIRST YEAR

Objectives

- To heighten the board's consciousness regarding its responsibilities for overseeing the academic program and for planning and development.
- To promote formation of specific action-decisions for performance improvement.

7:30 am Liturgy (or at the day's end)

8:00 *Breakfast session:* presentation of curriculum goals (and objectives) as related to the board's mission statement.
Presenter: staff person for curriculum.
Moderator: Chairperson of Curriculum/ Academic Committee.
Advance reading assignment:
- board's mission statement,
- Chapter XI, pp. 114-122, "The Board and Curriculum," *Ascent to Excellence*
(Discussion questions in the Appendix of this volume.)

10:00 Coffee break

10:30 Presentation of current practices regarding the development of funding sources and the management of these monies.
Presenter: Business officer.
Moderator: Chairperson, Finance Committee.
Advance reading assignment:
- Chapter X, pp. 123-136, "The Financial Factor in a Board's Life," *Ascent to Excellence.*
(Discussion questions in this Appendix.)

12:30 Lunch

1:30 "Planning for Future Challenges"
Presenter: Staff person for development.

Moderator: Chairperson of Development Committee.
Advance reading assignment:
•*Policymaker*, Vol. 9, No. 4, June 1981, "Development, The Flowering of Catholic Boardsmanship."
(Discussion questions in Appendix.)

3:30 Coffee Break

3:45 *Small Group Discussions*
Purpose: to evaluate board performance in areas presented, and to make recommendations for improved performance.

5:00 *Summary reports* from small groups and future action recommendations.

6:00 Liturgy, if not celebrated in the morning.

SECOND YEAR

Objectives
•To deepen understanding of the complex nature of board-faculty relations.
•To identify ways and means of increasing the board's achievements in this area.

7:30 am Liturgy

8:00 *Breakfast session:* "The Board-Faculty 'Partnership': A Faculty Perspective."
Presenter: A faculty representative.
Moderator: Chairperson, Curriculum/Academic Committee.
Advance reading assignment:
•Chapter XII, pp. 150-160, *Ascent to Excellence.*
(Discussion questions in Appendix.)

10:00 Coffee Break

10:30 "Understanding Tenure"
Presenter: outside resource person (e.g., NCEA staff person, neighboring diocesan superintendent, etc.).
Moderator: Chairperson, Curriculum/Academic Committee.
Advance reading assignment:
- *Policymaker*, Vol. 6, No. 4, June, 1978,
- *Unionism in Catholic Schools*, NCEA publication, Oct. 1976.

(Discussion questions in Appendix.)

12:30 Lunch

1:30 "Is Collective Bargaining Inevitable?"
Presenter: "outside" resource person.
Moderator: a board member.
Advance reading assignment:
(Discussion questions in Appendix.)

3:30 Coffee Break

3:45 *Small group discussion* to evaluate and make recommendations for improvement in the areas presented.

5:00 *Summary reports* from small groups; recommendations for future action.

6:00 Liturgy, if not celebrated in the morning.

THIRD YEAR **Objectives**
- To promote better understanding of the board's multiple evaluation responsibilities.
- To evaluate the board's performance regarding these responsibilities.

7:30 am Liturgy

8:00 *Breakfast Session:* "Evaluation Begins with Board Self-Study"

Presenter: resource person from NABE-NCEA.
Moderator: a board member.
Advance reading:
- Chapter VIII, pp. 101-113, "The Board and Evaluation," *Ascent to Excellence.*

Advance assignment:
- Complete and return to the executive officer the self-study questionnaire mailed ten days before the workshop. (See Appendix H, *Ascent to Excellence*, for sample instrument, page 243.)

(Discussion questions in Appendix.)

10:00 Coffee Break

10:30 "Assessing the Executive Officer's Performance"
Presenter: chief executive officer from a neighboring diocese.
Moderator: a board member.
Advance reading assignment:
- *Policymaker*, Vol. 10, No. 3, "Assessing Educational Leadership."

(Discussion questions in Appendix.)

12:30 Lunch

1:30 "The Measure of the Board": a report on the self-study results with comments regarding significance and implications of responses.
Presenter: resource person from NABE-NCEA.
Moderator: Chairperson of the board.

3:30 Coffee Break

3:45 *Small Group Discussions* of self-study information; recommendations for performance improvement.

5:00 *Summary reports from small groups;* recommendations for future action.

6:00 Liturgy, if not celebrated in the morning.

MODEL II

A One-Day Inservice Program for Catholic Board of Education Members, Pastors, and Administrators

Morning

9:00 The role, purpose and function of a Catholic board of education.
Advance preparation assignment:
Chapter I, pp. 10-23, "What Makes Catholic Educational Policymaking Catholic," *Ascent to Excellence*; NABE Inservice Tape no. 1, "Boards of Education: A Ministry."
Presentation followed by discussion with suggested visuals:
-diocesan organization chart,*
-basic board functions.*

10:30 Break

10:45 The board and the administrator; the distinction between policymaking and administration; the interdependence of these two functions.
Advance preparation assignment:
Chapter II, pp. 24-39, *Ascent to Excellence*, "Mastering the Three R's: Roles, Relationships and Responsibilities"; NABE Inservice Tape no. 7, "Who Does What?"
Suggested activity: A policy-rule test.
(Models of policy-rule test are available from NABE-NCEA.)

Afternoon

12:15 Lunch

1:15 Planning and conducting the board meeting. Roles of board chairman, board member,

*See Appendix, *Ascent to Excellence in Catholic Education*

pastor, religious congregation authorities.
Advance preparation assignment:
Chapter IV, pp. 50-62, "The Board in Action," *Ascent to Excellence*; NABE Inservice Cassette Tape no. 6, "So You Want to Have a Good Meeting!"
-Suggested visual—business meeting agenda (see Appendix D, *Ascent to Excellence*).
-Discussion

2:30 Break

2:45 Systematizing the policy process, policy writing, codification, utilization and evaluation.
Advance preparation assignment:
Chapter III, pp. 40-49, "The Policy Process," *Ascent to Excellence*; NABE Inservice Tape no. 3, "The Art of Policymaking"
Suggested visuals:
-The St. Cloud Code (Appendix B, *Ascent to Excellence*).
-The Harper-Murdick Loop, (Appendix A, *ibid.*).
-Discussion

4:00 Adjournment

Evening

7:30 *Optional Extension I*
Small Group Discussions
1. What are the important issues we are facing?
2. Which are the three most important educational issues facing us today?
3. How should we deal with these issues?
4. What policies are needed to cope with these issues?

Advance preparation assignment:
Policymaker, Vol. 10, No. 1, October 1981 ("How Do We Stand? Where Are We Going?") and No. 2, January 1982 ("Focus on Issues").

8:30 Reports by small-group representatives to the total group.

9:00 Adjournment.

7:30 *Optional Extension II*
A second day may be used for a simulation experience. (Materials are available from NABE-NCEA.)

MODEL III

A Retreat-Workshop

Policymaking for total Catholic education today is demanding and challenging. It requires skills and competencies in policy formulation, as well as solid grounding in educational and theological issues. For this Catholic policymakers need the intellectual *light* provided by factual information about education, theology, boardsmanship, and group dynamics in society, parish and meeting situations. But Catholic educational policymaking also calls for a vital and vitalizing personal spiritual *life* on the part of each individual member of a Catholic policy board, and for a lived-understanding of the religious values that the Church is trying to promote and develop within its educational mission. These *twin goals* are the meaning of the "light and life" theme of a retreat-workshop for Catholic educational policymakers and respond to the double need for educational and spiritual deepening—for inservice and for inspiration.

The more specific objectives of this workshop are:

1. to promote a fuller understanding of the Catholic educational policymaking mission;
2. to provide a theological basis for Catholic educational policymaking by exploring the meaning of

Church today and by applying theology to the life of the Christian;

3. to sharpen competencies of educational policymakers by improving decision-making skills; by addressing current policy issues in Catholic education;
4. to renew and enrich the spiritual resources that Catholic policymakers need, by specifying the kind of life they should be living and by worshipping and praying together;
5. to raise the group morale of a Catholic policy board by providing community-building experiences and sensitizing its members to their own identity as a small-scale Christian community.

Development of a Christian Focus on Catholic Educational Policymaking

The retreat-workshop goals and objectives, then, can be summarized in the following model:

I. Program Purpose
   a. rationale
   b. goals-objectives
   c. skills-competencies-resources

II. Program Design
   a. theological-education—*light*(mind)
   b. educational-education
   c. spiritual formation—*light*(life)

Steps in Planning for Workshop

I. Contact resource people in two areas:
   A. Theological/spiritual: seminary professor, religious teacher, pastor, local retreat house staff (shared prayer session and liturgy).

      Discuss with them content of theological and spiritual sessions to make them relevant to each group's needs/educational background.

   B. Educational: local superintendent of education

and NABE resource person.

Discuss with them content of educational sessions; identify issues.

II. Identify planning committee.

III. Identify resource people.

IV. Set up meeting with committee and resource people. (See above.)

V. Reproduce necessary material and/or order copies from NABE.

VI. Prepare liturgy with liturgy coordinator.

Model Workshop Schedule

Friday evening

5:00 pm Liturgy

5:45 Dinner

7:45 *Orientation Session*
Statement of rationale and workshop objectives. (See prepared text for adaptation.)

8:15 *Theology of Church's Mission:* What is the purpose of the Church? (by a theologian) and discussion.
Examples:
-Why does the Church exist?
-Is the Church's sole purpose to save souls?
-Does the Church have any role in transforming the world?
-What is the relationship of the Church and the Kingdom of God? (Pilgrim People; mystical body; Kingdom of God and Kingdom of Christ)
-How does our parish fit into the Church's purpose?

Saturday

8:00 am Breakfast

9:00 Session I—spiritual: What is an effective lifestyle for Christian policymakers?

10:15 Break

10:30 Session II: For what are we educating, i.e., goals and objectives?

Group dynamics:

A. What is our role?

B. How do we relate to the mission of the Church, of the parish, other policymaking groups?

C. Issue/problem identification

Giving Form to the Vision, Part I, Educational Policymaking (NCEA publication).

11:30 Break

11:45 Session III: meditation on Christ's life, followed by shared prayer.

12:30 Lunch

1:45 Session IV: concrete educational theory. Three options: (skills or issues)

2:45 Break

3:00 Session V: theology applied to the Christian's life—four suggestions:

A. Social and political questions; Church's involvement; Church and state issues.

B. God speaks to man (theological revelation, e.g., tradition in the Church, continuing revelation).

C. Ecumenism: theology and practice.

D. Liturgy and worship in the Church.

4:00 Liturgy (Sunday vigil)

PART V

DIOCESAN-SPONSORED INSERVICE CONGRESSES FOR LOCAL BOARDS

DIOCESAN-SPONSORED INSERVICE CONGRESSES

A form of inservice growing in popularity is the diocesan congress-workshop. This event not only can provide for different levels of training, but also can offer opportunities for members of different boards to share experiences.

Costs for the congress will depend upon site, luncheon and presenters' expenses. If diocesan inservice funds do not cover these costs, participants can be charged a registration fee.

In arranging a successful congress, the following ideas are worth noting:

Helpful Hints

- DO set the date a year ahead and be sure all local administrators have it on their calendars.
- DO advertise early and often in the diocesan paper, in parish bulletins and in the form of memory joggers enclosed in all communications to local administrators and policymakers.
- DO encourage attendance by local teams (ideally an entire board, the administrators, the pastor and his associates).
- DO announce names of parish or secondary schools participating.
- DO choose a pleasant site which also provides good facilities for the congress' variety of sessions (e.g., lounge area for socializing, lunch and liturgy, well-equipped rooms for presentations, etc.).
- DO use outside resource people in addition to diocesan experts.
- DO provide participants with an attractive notebook-folder in which they can record notes and store handout material.

Congress Models

The following models have been "field tested" over the past six years and can be tailored to fit distinctive diocesan circumstances.

MODEL ONE

9:00 am Registration and get-acquainted coffee hour.

10:00 *Seminars:* Participants can attend three, for which they should register in advance. They should indicate second choices also, in case any is over-registered.

A. *Financial Planning*: Board's role, administrator's role; alternate funding sources.

B. *Public Relations:* How do you sell the produc (i.e., Catholic schools)?

C. *Policymaking:* Where do policies come from? How can a board consult its constituency regarding policies? How are policies evaluated?

D. *Meeting Skills:* What constitutes a healthy group process for reaching decisions?

E. *Recruiting Board Members:* How does a board find and sort out the right people? How are good boards developed?

F. *Catholic Education: Its Future and the Planning That Will Get Us There.*

G. *Faith Community: Leading to Value Education*: Is faith community possible with boards, pastors, teachers, administrators? Is there another way to look at the board meeting (i.e., in terms of faith dimension)?

H. *Parents as Partners:* Board's accountability to parents; structural relationship to the board.

I. *Interacting with Public Boards:* How parish/secondary/diocesan boards can interact with public and district boards.

J. *The Status of Federal Aid to Catholic Schools.*

K. *The Board's Accountability to Its Constituency:* Ways and means that the board's various publics can be involved appropriately in the policy process and receive current, significant information about board action.

11:30 *Cluster sessions:* participants gather in small groups to share information on current activities.

12:15 Luncheon

1:00 Repeat seminars

2:45 Repeat seminars

4:00 Liturgy

5:00 Social hour (optional)

MODEL TWO

9:00 am Registration and get-acquainted coffee hour.

10:00 *Keynote Address*: "What do we do once we've solved the big problems and resolved the crises?" This presentation aims (1) to give board members practical and specific recommendations for the board's activities during the coming year and (2) to encourage planning for further inservice.

11:00 *Small group sessions*: Individual parish/secondary/diocesan groups design their schedules for the coming year. Questions from participants following each presentation.

12:00 Box lunch

1:00 Effectively operating boards (selected in advance) present their "success story" describing their strengths and also the areas in which they perceive need for further improvement.

3:15 Comments and observation by facilitator/observer at various events throughout the day.

4:00 Liturgy

5:00 Social hour (optional)

MODEL THREE

9:00 am Registration and get-acquainted coffee hour.

10:00 *Keynote Address:* "Lines of Authority and Accountability."

11:00 *Seminars:* Participants can attend three, for which they register in advance. They should indicate second choices also, in case any is over-registered.

A. *The Board and Parent-Teacher Groups:* Presenting the relationship between boards and parent organizations.

B. *The Mind of the Community:* How does a Catholic board determine the "mind of the faith community"? What do associations and parent groups feel about current processes and procedures for their input? How do minorities feel about the way they are being heard? How can a board promote mutual understanding?

C. *Policymaking for Religious Education Programs:* How do boards influence the quality of religious education programs?

What can boards do to promote non-school religious education programs?

D. *Collective Bargaining in Catholic Education:* Presenting some basic principles which should govern collective bargaining in Catholic schools. Alternatives to unionization.

E. *Policy vs Administration:* To help participants identify more clearly the difference in roles, responsibilities and functions. To cite examples of "grey areas" which are sources of possible conflict, and of ways to deal with them.

F. *All-lay Schools: Strengths and Potential Problems:* Theoretical and practical difficulties and how to deal with them.

G. *Finances and the Board*: Covering a broad range of concerns on funding of Catholic education, such as tuition, diocesan subsidy, setting priorities among educational programs.

H. *Role of the Board in Diocesan/Parish/Secondary School Planning:* utilizing boards as planning units—diocesan staff provide the process, local boards execute the planning.

12:30 Liturgy

1:00 Luncheon

2:00 Repeat seminars

3:30 Repeat seminars

5:00 Idea-swapping by participants.

6:00 Social hour (optional)

MODEL FOUR

9:00 am Registration and get-acquainted coffee hour.

10:00 *Keynote Address:* How Boards Influence Quality Education.

11:00 *The Board's Relationship to Pastors and Principals:* Explanation of critical importance of these roles; areas of potential problems; ways and means of precluding their development.

12:00 Luncheon

1:00 *The Board as a Miniature Faith Community:* What it means to be a *Catholic* board. How to promote a spiritual growth and maturity within the board.

3:00 *How to Begin Local Boards and Promote Their Development:* specific how-to-do-it directions and practical hints for avoiding pitfalls.

4:00 Information-sharing by participants.

5:00 Liturgy

6:00 Social hour (optional)

MODEL FIVE

9:00 am Registration and get-acquainted coffee hour.

10:00 *Keynote Address:* "The Political Process in Catholic Boardsmanship." The political process in Catholic boardsmanship can be a positive force for good, helping the Church to achieve its mission. "Gospel strategies" can work most effectively within this process.

11:00 *Seminars:* Participants can attend three, for which they register in advance. They should indicate second choices also, in case any is over-registered.

A. *How Do Catholic Policymakers Operate Within the Political Process and Remain Faithful to Their Faith Commitment?*

B. *Managing Conflict In a Faith Community Situation.*

C. *The Three "R's" of Catholic Boardsmanship: Roles, Relationships and Responsibilities.*

D. *The Next Twenty Years of Catholic Boardsmanship: A New Ball Game:* What kinds of issues will almost-21st century policymakers face?

E. *Catholic Parents and Catholic Boards: The Voice of the Community*

F. *The Non-Catholic Enrollment Problem*

12:30 Luncheon

1:30 Repeat seminars

3:00 Experience-sharing by participants.

5:00 Liturgy

6:00 Social hour (optional)

PART VI

INSERVICE THROUGH STANDING COMMITTEES

According to surveys of the field, the majority of parish, diocesan, secondary school and religious education boards are operating with the following more or less typical committees: (a) budget/finance, (b) academic and faculty affairs/curriculum, (c) planning and development, (d) nominating/board inservice, (e) plant and grounds, and (f) student affairs. These committees have a board member as chairperson and ideally are composed of board members and also of non-members as special resource people.

Each committee, moreover, not only ideally but necessarily, receives effective servicing by professional staff people, who provide important information (data, analyses, etc.) for committee discussion and deliberations. First-rate staffing is critical to a committee's effectiveness, and this calls for appropriate and competent administrators who provide all the information and other resources (statistical data and personal contacts) needed by the members to discharge their responsibilities.

To function fruitfully, committee members must have a clear idea of their mandate, and they should know how to deal with the committee's responsibilities. The latter include monitoring, evaluation and the formulation of policy recommendations for the full board. The committee also should maintain contacts and communications with its specialized constituencies.

In addition to these standard duties, however, each committee needs to know and understand the particular issues on which its members will concentrate attention and around which its meetings will be organized. And they should be sensitive to the policy dimensions and implications which call for action by the full board.

It is important, therefore, to provide each standing committee with inservice which will intensify the opera-

tional effectiveness of its members, and, in addition, improve the quality of their contributions to the full board's deliberations and decisions.

Such inservice should achieve a clearer understanding of every committee's particular mandate and responsibilities, catalog issues of specific and necessary concern to that committee, and also provide reference material on these issues. Finally, a program of committee development should help the members to appreciate the importance of good staffing and of issue-focused, fact-seeking and, when necessary, action-oriented agendas.

In the course of their inservice, all committee members should be reminded of the following:

- The function of a board committee is to gather information; that it is deliberative and advisory, and that final decisions are made by the full board only.
- Members should avoid involvement in the administrative tasks connected with the committee's work.
- Committee membership should be enriched if possible with "outside" expertise including faculty and student leaders. (The chairperson is always a board member, of course!)
- Members should become keenly sensitive to the policy dimensions of issues before the committee, and examine their discussions for possible policy implications which might require board action.
- The committee should provide the full board with regular, focused and succinct reports which summarize but *do not reproduce* the committee's work.
- Each committee should maintain high-quality formal and informal communications with its special publics.

MODEL AGENDAS
For Individual Board Committees

Budget/ Finance Committee

Mandate:

- to review the financial dimensions of all board policies;
- to monitor and evaluate all financial decisions of the board regarding their consistency with the mission statement;
- to review all planning documents in order to judge whether projected costs are in line with the mission statement and established priorities;
- to provide for timely and comprehensible financial reports to the board;
- to determine whether resources are available from tuition, parish/diocesan funds, state/federal grants, etc. to meet costs;
- to recommend, in the event of insufficient resources, that the board take action to adjust plans or to raise additional revenue;
- to review the operating budget process and the revenue/expenditure estimates, and to prepare for the board a recommendation for approval;
- to provide for budget hearings, and when necessary.

Membership: Members with special financial skills, but also other members on a rotating basis; outside resource persons with financial expertise.

Staff: Chief financial officer and key assistants. (For parish/secondary boards, this might be the principal and/or pastor.)

Issues:

- Tuition levels and the law of diminishing returns.
- Effective forms of financial reporting.
- Desirability of an annually balanced budget as top priority.
- Formula for determining percentages of total income derived from tuition, subsidy, gifts, other funding sources.

Reading Assignment: Chapter X, pp. 123-136, *Ascent to Excellence*, "The Financial Factor in A Board's Life."

Model Meeting Agenda A (Three hours)

I. *Action Items* (Recommendations for full board action.)
- Proposal to approve tuition increase to meet next year's operating costs.
- Proposal to approve financial costs of new programs

II. *Discussion Items* (Monitoring of financial affairs.)
- Report from chief finance officer: succinct update sent in advance and discussed by committee members.
- Review of board's financial reporting procedures.
  (Discussion based on questions in the Appendix of this volume.)
- Review of fund-raising activities.
  (Discussion based on questions in this Appendix.)

III. *Future Action Items*
- Setting of future meeting dates.
- Citing of items for consideration at next meeting.

Model Agenda B

I. *Action Items*
- Proposal to recommend authorization of funds to modernize athletic facilities.
- Proposal to recommend authorization of funds for initiation of after-school tutorial program for non-English-speaking students.

II. *Discussion Items*
- Summary update by finance officer: written report sent in advance and discussed now by the members.

- Preview of income-generating pattern of auxiliary activities.

(Discussion based on questions in this Appendix.)

III. *Future Action Items*
- Setting of future meeting dates.
- Citing of items for consideration at next meeting.

Academic and Faculty Affairs/ Curriculum Committee

Mandate: To make recommendations for board leadership in academic policy development re:
- academic mission, purpose, plans and goals,
- ongoing, new and special programs,
- student recruitment,
- admissions criteria,
- faculty personnel issues.

Membership: Board members with academic backgrounds and others on a rotating basis; faculty, parent and student representatives *ex officio*.

Staff: Curriculum supervisor or other administrator responsible for curriculum development.

Issues:
- Criteria to ensure faculty who can most effectively contribute to the mission of the institution.
- Relevance, quality and balance of the academic program.
- Adequate faculty salaries during a period of inflation.
- Faculty development program to ensure intellectual vitality and competence.
- Tenure and retirement policies.
- Athletics in the institution: student eligibility, priority rank among other student needs, etc.
- Admissions policy/requirements.

Model Agenda A

I. *Action Items*
- Proposal to institute elemental program in computer technology.

- Proposal to increase insurance coverage for athletic activities.

II. *Discussion Items*

- Update on status of curricular affairs by chief executive or other administrator responsible for curriculum; written report sent in advance and discussed during meeting.
- Processes and procedures for faculty appointment, assignment, promotion possibilities.
- State of the tenure question in board's institution; alternatives to a tenure policy; possible modifications of existing policy.

Invited guests: faculty leaders.

Advance Reading:

- Chapter XII, pp. 150-160, "Board and Faculty: Partners in Educational Ministry," *Ascent to Excellence.*

(Discussion based on questions in this Appendix.)

- Review of current policies/procedures on faculty development.

(Discussion based on questions in this Appendix.)

III. *Future Action Items*

- Setting of future meeting dates.
- Identification of items for next agenda.

Model Agenda B

I. *Action Items*

- Proposal for approval of general criteria to be used in faculty hiring (for presentation to full board).
- Proposal for modification of admissions policy on non-Catholic students.

II. *Discussion Items*

- Update by staff person on trends in enrollment, teaching loads, class size, faculty-student ratio, etc.

- Processes and procedures used for faculty evaluation.

Advance Reading:

- Chapter XII, pp. 150-160, "Board and Faculty: Partners in Educational Ministry," *Ascent to Excellence.*

(Discussion based on questions in this Appendix.)

- Ongoing review of curriculum.

Advance Reading:

- Chapter IX, pp. 114-122, "The Board and Curriculum," *Ascent to Excellence.*

(Discussion based on questions in this Appendix.)

III. *Setting of future meeting dates.*

- Identification of proposals/issues for next meeting.

Planning and Development Committee

Mandate:

- to review and assess the institution's planning and development processes and activities.
- to help the board set institutional fund-raising goals and to evaluate achievement results.
- to provide for, monitor and evaluate programs for upgrading or sustaining the institution's public image.
- to promote and provide for successful marketing procedures which will aid in student recruitment.

Membership: All trustees on a rotating basis, *ex officio* parent representatives; local business executives.

Staff: Administrator in charge of planning and development.

Issues:

- Characteristics by which the institution should be known.
- Nature of the institution's constituencies.
- Quality of the institution's public image.
- Reasonable goals for the fund-raising program.

- Board participation in money-raising programs.
- Quality of communications with various constituencies, e.g., alumni, parents, business in the area, etc.

Model Agenda A

I. *Action Items*
- Proposal (for presentation to the full board) that the mission statement be revised in preparation for next year's development program.
- Proposal that the board provide funding in the annual budget for an adequate development.

II. *Discussion Items*
- Summary update by development staff person (written report mailed in advance).

Advance Reading
- *Policymaker,* Vol. 9, No. 4, June 1981, "Development, The Flowering of Catholic Boardsmanship."
- Educational priorities in planning development

Invited guests: Members of the curriculum committee

(Discussion based on questions in the Appendix.)

III. *Future Action Items*
- Listing of future meeting dates.
- Identification of items for consideration at next meeting.

Model Agenda B

I. *Action Items*
- Proposal to the board that it approve and authorize a feasibility study for a major fund-raising campaign to provide for future institutional development.
- Proposal to the board that it provide for the hiring of a professional development firm to assist in such a project.

II. *Discussion Items*

- Update by staff person in charge of development (written report mailed in advance).
- Evaluation of communications with the board's outside publics.

Advance Reading

- Chapter XI, pp. 137-149, "The Board and Its Publics," *Ascent to Excellence.*
  (Discussion based on questions in this Appendix.)
- Evaluation of (a) the quality of the board's relationship with the institution's parent groups and (b) the record of parental support.

Invited guests: Officers of parent groups
(Discussion based on questions in this Appendix.)

III. *Future Action Items*

- Setting of future meeting dates.
- Identification of items for consideration at next meeting.

Nominating and Board Inservice Committee

Mandate:

- to develop criteria for board membership,
- to monitor board composition in order to ensure maximum expertise in all areas of board responsibility,
- to identify first-rate candidates for future board elections,
- to ensure adequate orientation and development of board members,
- to oversee assessment of individual members as terms expire and renewals are considered (where applicable).

Membership: All board members on a rotating basis; members of the executive committee (if such exists).

Staff: Chief administrator

Issues:

- Criteria for composition of the board.

- Identification and recruitment of prospective members (where appropriate).
- Effective initiation to the work of the board.
- Effective inservice training program.
- Desirability of a rotation system for committee membership.

Model Agenda A

I. *Action Items*
- Proposal to the board of qualifications and criteria for board membership.
- Proposal for board approval of a pre-nomination contact for nominee agreement to attend board orientation sessions as a condition for nomination.

II. *Discussion Items*
- Summary update by president/executive officer.
- Recruitment of future candidates.

Advance Reading:
- Chapter XIV, pp. 176-191, "Recruitment for Quality Board Membership," *Ascent to Excellence.*

(Discussion based on questions in this Appendix.)

III. *Future Action Items*
- Setting of future meeting dates.
- Identification of items for consideration at next meeting.

Model Agenda B

I. *Action Items*
- Proposal for approval of board inservice program for next year.
- Proposal for adequate funding for program.

II. *Discussion Items*
- Summary update by president/executive officer (written report mailed in advance).

- New board members' needs.
- Ongoing inservice needs.

Advance Reading:

- Chapter XV, pp. 192-199, "Training for Excellence in Educational Policymaking," *Ascent to Excellence.*

(Discussion based on questions in this Appendix.)

III. *Future Action Items*

- Setting of future meeting dates.
- Identification of items for next agenda.

Plant and Grounds Committee

Mandate:

- to monitor plan and grounds management,
- to identify physical plant needs requiring board action,
- to establish priorities among these needs,
- to recommend fund disbursement to meet needs,
- to judge requests for physical expansion, renovations and maintenance.

Membership: All members on a rotating basis; those with special expertise in construction, technology, etc.

Staff: Chief business person on staff.

Issues:

- Annual provision for the maintenance and replacement of equipment and other facilities.
- Anticipation of future plan needs.
- Desirable level of plant maintenance.
- Government or mortgage regulations regarding plant.

Model Agenda A

I. *Action Items*

- Proposal that board provide for large-scale modernization of current plant facilities.

- Proposal that the board declare a two-year building moratorium in order to allow for evaluation and realistic adjustments of the institution's five-year projections.

II. *Discussion Items*
- Summary update by staff person (written report mailed in advance).
- Evaluation of board's current policy on plant and grounds maintenance.

Advance Reading
- *Policymaker*, Vol. 8, No. 4, June 1980, "Stewardship and Catholic Educational Leadership." (Discussion based on questions in this Appendix.)

III. *Future Action Items*
- Setting of future meeting dates.
- Identification of items for next agenda.

Model Agenda B

I. *Action Items*
- Proposal that board approve relandscaping of front grounds.
- Proposal that board authorize an "energy audit" for the institution.

II. *Discussion Items*
- Summary update by staff person (written report mailed in advance).
- Physical expansion possibilities in the light of development goals.

(Discussion based on questions in this Appendix.)

III. *Future Action Items*
- Setting of future meeting dates.
- Identification of items for next meeting agenda.

Student Affairs Committee

Mandate:
- to assess and appraise and make policy recommendations to the board regarding nonacademic areas of

student life (e.g., health, welfare, etc.),
- to maintain a continuing relationship with student groups.

Membership: All members on a rotating basis, student, faculty, parent representatives, *ex officio*.

Staff: Staff person in charge of student services, counselor(s).

Issues:
- Relationship of student nonacademic programs to the mission of the institution.
- Student organizations, especially student government.
- Financial involvement of the institution with student nonacademic programs.
- Student accountability for these programs.
- Student publications.
- Adequacy of recreational resources on and off school grounds.
- Student participation in athletics.
- Student due process and conflict resolution procedures
- Recommendations on policies governing assemblies, speakers, etc.
- Range, organization and quality of student services.
- Priorities for funding of student services.

Reading Assignment:
- Chapter XIII, pp. 161-175, "The Board and the Student," *Ascent to Excellence*.

(Discussion based on questions in this Appendix.)

Model Agenda A

I. *Action Items*
- Proposal for board approval of an intensified program of preventive psychological counseling regarding chemical dependency problems.
- Proposal for expansion of student athletic program.

II. *Discussion Items*

- Update on student affairs by chief administrator (or other appropriate staff person). (Written report mailed in advance for discussion during meeting.)
- Adequacy of student health services.

Invited Guests: Selected parent representatives, health officers.

- Calendar of events for board-student interaction (e.g., board presence of special student activities, presentation to upper classes on board's role vis-a-vis academic program).

III. *Future Action Items*

- Setting of future meeting dates
- Identification of items for next agenda

Model Agenda B

I. *Action Items*

- Proposal to increase scholarship assistance to minority families.

Invited guests: Finance committee members

- Proposal to provide for improvement of lunchroom facilities.

Invited guests: Plant and grounds committee members.

II. *Discussion Items*

- Update by chief administrator or other appropriate staff person (written report mailed in advance).
- Consistency of student activities program with mission statement.
- Review of current procedures for student grievances and conflict resolution.

Invited Guests: Parent representatives (or at secondary level, of student leaders).

III. *Future Action Items*
- Setting of future meeting dates.
- Identification of proposals/issues for next meeting.

PART VII

APPENDIX

APPENDIX

Discussion Questions

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I. Annual Retreat Workshop

A. Overseeing the Curriculum

- Is our mission statement a useful guide in planning and policy decisions in the area of curriculum?
- Are the curriculum goals and objectives consistent with that mission?
- Are the current curriculum programs relevant to our mission and to the curriculum goals?
- In hiring faculty, how are program needs matched with candidates' professional and personal qualities?
- To what extent and how effectively are prospective students and their parents informed about academic purposes and demands?
- Will we be affected by the "back to basics" movement?

B. Fulfilling Financial Responsibilities

- What impact can we expect from inflation and rising operating costs?
- What will be the impact of future funding sources?
- What will be the financial consequences of changes in enrollment patterns?
- Given the "external" conditions (e.g., world, national, local community, etc.), what is our realistic judgment about our current strengths and needs?
- Do we have a commitment to planned and researched support-seeking, recognizing that this is built upon continuing fund-raising efforts?
- Have we provided for analyses of programs and projects that possess the greatest potential for attracting support?
- Have we provided for an estimate of the total amount of money needed and for a breakdown of proposed sources of support?

C. Planning for Future Challenges

- Do we have a long-range plan?
- Do we have a procedure for revising priorities?
- Has our plan incorporated the views of our major publics?

- Are these publics familiar with and supportive of our plan?
- Is our monitoring of the plan best accomplished by individual committees, by a special committee, or by the board as a whole?
- Do we periodically evaluate the effectiveness of our planning efforts?

D. Board-Faculty Partnership

- Is our relationship with the faculty based on common interest in the institution's/program's success, and on an *appropriate* measure of decision-making by consensus-building? Or is it one of competition, power struggling, decision-making by compromise?
- What do we consider "appropriate, adequate and effective" involvement of faculty in governance?
- Do we have full and effective communication channels between board and faculty?
- Do we have full and effective communication channels between board and faculty in governance?
- Is our complaint and grievance machinery formalized and effective?
- What do we consider acceptable off-campus personal behavior by faculty members?
- What do we understand by the statement: The professional educators have *primary* responsibility for curriculum and instruction?

E. Understanding Tenure

- Is the idea of a tenure system consistent with the goals, objectives and long-range plan of our institution/educational programs?
- How do we feel about the relative importance of teaching, scholarship and service as criteria for the granting of tenure?
- Is an early retirement plan a viable option to a tenure system?

F. Collective Bargaining

- Is collective bargaining *necessarily* incompatible with our concept of good governance and administration?
- Is polarization and an adversary relationship an *inevitable* consequence?
- Must academic collective bargaining parallel industrial collective bargaining?
- What is a Catholic board's proper and effective role in school labor negotiations and in faculty grievances?
- Does our school have a strike plan?

G. Board Self-evaluation

- How well have we fulfilled our planning responsibilities and how clearly does our plan reflect our mission statement?
- How clearly do our goals and objectives reflect this statement?
- Have we selected educational policies which respond effectively to expressed needs?
- Have we refrained from interfering with implementation of policy?
- Have we provided for needed facilities and safeguarded investments in these properties?
- Have we secured adequate financial resources for effective operation of our program(s)?
- Have we supervised appropriately and effectively, the fiscal management of our program(s)?
- Have we attracted adequate monies from various potential funding sources, including parents, affluent individuals, businesses, etc.?
- Have we given our executive officer the care, support, encouragement and recognition needed to perform well in this arduous role?
- Have we monitored adequately the quality of our program(s) operations and practices?
- Have we maintained good communications with the parents of our students?

- Have we maintained high-quality relationships with all our other publics?
- Have we provided for the legitimate needs of the faculty and for fair and just resolution of disputes?

H. Assessing the Executive Officer's Performance

- Do we, as a board, perceive evaluation of the executive officer as a positive process? Or are we inclined to use it as a "threat," or avoid it altogether?
- Do we conduct such evaluations in a structured manner at regular intervals; or do we fulfill this responsibility in a token and casual or perfunctory fashion in a brief post-meeting executive session?
- Of the following models, the one we consider most appropriate for our situation is:
  - -one which focuses on continuation or termination of appointment;
  - -one which focuses on inservice improvement of executive leadership.
- In fulfilling this responsibility, do we prefer as a process one which is:
  - -closed and restricted to the board only?
  - -allows participation by other components of the academic faith community?
  - -involves the executive officer in its design and as a participant by self-evaluation?
- Should we engage an "outside" person or group to facilitate the evaluation?
- In undertaking executive evaluation, do we understand and accept the concept of board-executive partnership? Do we also understand that the quality of his/her performance is affected, inevitably and substantially by the quality of our own performance?

II. Committee Meetings

A. Budget/Finance Committee

- In order to be readily understood and intelligently discussed, in what form should financial information be given to the board?
- Are we kept well-briefed through reports and other informational materials?
- What are acceptable percentages of total budget derived from tuition, gifts, income from auxiliary services, endowment, etc.?
- Are our fund-raising activities in line with our educational priorities?

Note: For additional questions see the Appendix subsection under *Annual Retreat Workshops:* "Fulfilling Financial Responsibilities" (I-B)

B. Academic and Faculty Affairs/ Curriculum Committee

- Do our current faculty members reflect qualities consistent with our mission?
- Is our position on tenure consistent with our mission and long-range plans? What are some alternatives?
- Do we have a just and adequate salary scale in this time of inflation?
- Have we helped to identify faculty needs and to provide for fair and just resolution of disputes?
- Do we provide opportunities for professional growth?
- Do we have a good process for committee monitoring of our academic program(s)?
- What is the nature of our academic counseling services?
- What are our current admissions policies?
- What is our current tuition?
- What are our scholarship and other financial aid provisions?

Note: For additional questions see sub-sections in *Annual Retreat Workshop* segment of this Appendix:

"Overseeing the Curriculum" (I-A); "Board-Faculty Partnership" (I-D); "Understanding Tenure" (I-E); "Collective Bargaining" (I-F).

When considering a new program proposal:

- Is the proposed program academically important?
- Is there now, and will there continue to be, student interest and parent endorsement with respect to this program?
- Can we do an adequate if not excellent job with this program?
- Can the program be securely funded?

C. Planning and Development

- What are reasonable goals for a multi-faceted, fund-raising program?
- How should the board participate in such a program?
- What are some significant characteristics by which our institution/program(s) should be known?
- Who are our publics off and on campus?
- How well known and respected is the institution/program(s) to these constituencies?
- Is our alumni program well-organized, well-staffed and effective?
- Have we determined the place of development among our priorities?
- Do we have a long-range plan spelling out purpose and direction for the next five years?
- Do we have a coordinated approach to public relations and marketing?
- Do we have a plan for interpreting the development process to our academic family, whose understanding and cooperation are essential?
- Have we provided for adequate and up-to-date records of donor's gifts?

- Have we provided for meaningful acknowledgement of gifts?
- Do we periodically evaluate the effectiveness of our development efforts?

Note: For additional questions see the Appendix subsections in *Annual Retreat Workshop:* "Fulfilling Financial Responsibilities" (I-B); "Planning for Future Challenges" (I-C).

D. Nominating and Board Inservice Committee

- What constitutes a well-balanced board?
- What can a board do to attract and recruit high quality candidates?
- How are new members best initiated (a) to the institution/program(s) and (b) to the work of the board?
- What constitutes a comprehensive inservice program for the effective development of our board?
- Do we have a good rotation system of board and committee membership?
- Are our qualification criteria for membership adequate and consistent with our mission? Do they ensure balanced representation and provide for members with talent, time and treasure?

E. Plant and Grounds Committee

- Have we requested that inservice programs on energy guardianship be provided for all teaching and administrative personnel in order to generate commitment and cooperation regarding energy conservation?
- Have we recommended to the board that all facilities operate with maximum energy efficiency and in accord with conservation plans approved by the board?

- Have we recommended an energy task force to consider and evaluate our energy situation and to make short-range and long-range plans?
- Have we recommended the appointment of an energy management team headed by an energy manager to conduct a full energy audit?
- Have we recommended certain desirable/necessary operational and structural changes for better energy use?
- Have we recommended that maintenance personnel be trained immediately and at regular intervals regarding maximum energy efficiency of present/future energy systems and regarding best use/upkeep of machinery?
- Have we recommended that the board issue guidelines for new/future construction of facilities, directing that they have energy-saving design, site, insulation and heating systems, multiple fuel options, and provide for long-term energy savings.
- Have we recommended that the board approve a plan for facilitating economic fuel purchases by the parish/diocese/school?
- Have we considered recommending the setting of an academic calendar which schedules classes and vacations in order to conserve energy?
- Should we propose that the board set aside each year a determined sum for replacement and ongoing maintenance?
- What is a reasonable land acquisition policy for our school/parish situation?
- What new buildings will be needed in the foreseeable future?
- What additional grounds will be needed in the foreseeable future?
- What is a reasonable level of plant maintenance?

F. Student Affairs Committee

- Are our student activities in harmony with our institution's/program's mission?
- Are our student organizations, especially student government, democratically organized and conducted?
- What portion of the budget is now set aside for student activities?
- Is there monitoring of accountability for this spending?
- What are our policies on student publications?
- Do we have adequate recreational equipment and facilities?
- What are our policies on student participation in athletics?
- What processes are now in place for resolution of student grievances?
- What are our policies regarding assemblies and speakers?

Dr. Mary-Angela Harper, author of *Ascent to Excellence in Catholic Education: A Guide to Effective Decision-Making*, and numerous other works dealing with the policy process in Catholic education, served as executive director of the National Association of Boards of Education (NCEA) from 1972 to 1982. During that period she worked with all levels and kinds of decision-making bodies in nearly every diocese in the United States, Puerto Rico and the Virgin Islands. Considered a major authority in the field of Catholic policymaking, Dr. Harper is currently exploring its theological foundations in postdoctoral studies at The Catholic University of America and continuing to train Catholic boards and councils throughout the country.